

# Standards for the Education and Certification of Administrative and Supervisory Officers

(A Summary of the Acts of the Legislature and  
Regulations of the State Council of Education)

BULLETIN 158

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DEPARTMENT OF PUBLIC INSTRUCTION  
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## FOREWORD

Although the law of 1834, which established the public school system in Pennsylvania, provided for inspectors of schools who should possess certain supervisory functions, it was not until 1843 that provision was first made for the district superintendency. In 1854, the county superintendency was created, giving these supervisory officers wide administrative and supervisory functions with reference to the public schools in each county. The law of 1867 made specific provision for the district superintendency. In 1881, the office of district superintendent was created for cities and boroughs of five thousand inhabitants, and in 1885 for townships of the same population or more.

Provision was made for assistant county and assistant district superintendents with the establishment of the present School Laws in 1911, and qualifications for county superintendents were raised at the same time. The General Assembly of 1931, further raised the qualifications of these supervisory officers.

The School Laws of 1911, provided for supervising principals with definite qualifications. These qualifications were further raised by the General Assembly of 1931. The School Laws of 1911 also authorized boards of school directors to elect principals of schools who should possess certain education.

The responsibilities of administrative officers in the development of a public school program require a breadth of knowledge and mastery of facts not demanded years ago. Curriculum construction, social problems, fiscal affairs, teacher personnel, consolidation, community relationships, all make their demands on the administrative officer.

As a result of these demands, the need for more extended education has followed. Some states have suggested the immediate adoption of the master's degree, or education equivalent to the master's degree, as the minimum standard of education for an administrative or supervisory certificate. The program presented here seems more effective; it provides for progressively increasing qualifications and indicates specific objectives for the different types of positions. Sequential grouping of courses in major areas of concentration have been developed by the graduate schools of education. The completion of such graduate courses, or equivalent courses, will, it is hoped, assist in the realization of the objectives. There are core subjects in each grouping that will guarantee a breadth of vision and the mastery of essential knowledge for all supervisory and administrative officers. This opportunity for professional growth will contribute measurably toward the general rising tide of teacher education in Pennsylvania.

This bulletin sets forth in brief the qualifications for these positions and the procedure for obtaining commissions and certificates to serve in these capacities.

The program has been developed over a long period of time from frequent conferences with administrative and supervisory officials, deans of graduate schools, presidents of institutions of higher learning, teachers, and lay groups interested in stimulating a larger field of service for administrative and supervisory officials. With the cooperation of the graduate schools of education, there will be made available for the administrative and supervisory service in the public schools men and women who have had the opportunity of profiting from such education as is suggested in these standards.

This bulletin has been prepared under the direction of Dr. Henry Klonower, Director, Teacher Education and Certification, Dr. Harry L. Kriner, and Dr. C. O. Williams, Assistant Directors, a number of deans of graduate schools in institutions of higher learning in Pennsylvania, together with the assistance of other staff members and members of the faculties of the Pennsylvania teacher education institutions.

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# **STANDARDS FOR THE EDUCATION AND CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY OFFICERS**

Administrative and supervisory officers in Pennsylvania include county superintendents, district superintendents, assistant county superintendents, assistant district superintendents, and associate superintendents; supervising principals, secondary school principals, elementary school principals, and teaching principals.

## **I. COMMISSIONED ADMINISTRATIVE AND SUPERVISORY OFFICERS**

In accordance with Article XI of the School Laws, commissioned administrative and supervisory officers include county superintendents, district superintendents, assistant county superintendents, assistant district superintendents, and associate superintendents.

County superintendents shall be elected for a term of four years by a convention of boards of school directors of each county of the Commonwealth of fourth class school districts and of third class school districts that have not elected a district superintendent. (Section 1105 ff.)

District superintendents shall be elected by boards of school directors of first and second class school districts and may be elected in third class school districts. (Section 1133.) In districts of the first class, superintendents may be elected for a term of not more than six years (Section 2223), and in districts of the second and third classes, for a term of four years. (Section 1134.)

Assistant county superintendents are nominated by the county superintendents and must be confirmed by the majority vote of the County Board of School Directors. The term of office is four years. (Section 1126, 1127.) The Superintendent of Public Instruction shall appoint such assistant superintendents or superintendents to serve until the end of the county superintendent's term of office if said assistant superintendent or superintendent for said county is not nominated and confirmed within thirty days after the county superintendent has received his commission. (Section 1127.)

Assistant district superintendents, excepting in school districts of the first class, are chosen by the majority vote of all members of the school board of said school district upon the nomination of the district superintendent. They shall serve through the term of the district superintendent. (Section 1136, 1137.) Associate and assistant superintendents in school districts of the first class are chosen by the majority vote of all members of the school board of said school district upon nomination of the district superintendent. (Section 2224.)



## CODE REQUIREMENTS

The School Laws provide for the qualifications of commissioned administrative and supervisory officers as follows:

Every person elected or appointed as county, district, or assistant county or district superintendent, or associate superintendent must be a person of good moral character. (Section 1102.)

No person shall be eligible for election or appointment as a county, district, or assistant county or district superintendent, or associate superintendent, unless he holds a diploma from a college or other institutions approved by the State Council of Education of this Commonwealth:

Provided, that no person shall be elected or appointed a county, district, or assistant county or district superintendent, or associate superintendent, who has not had six years successful teaching experience, not less than three of which shall have been in a supervisory or administrative capacity: And provided further, That he has completed in a college or university a graduate course in education approved by the State Council of Education: And provided further, That serving either as county, district, or assistant county or district superintendent, or associate superintendent, in this Commonwealth, at the time this Act becomes effective, shall be considered sufficient qualifications for any of the aforesaid offices. (Section 1103.)

In accordance with Sections 1111 and 1141 a proper commission shall be issued to the person so elected, for the ensuing term, by the Superintendent of Public Instruction, under the seal of his Department.

## QUALIFICATIONS FOR COMMISSIONED ADMINISTRATIVE AND SUPERVISORY OFFICERS DEFINED

The applicant for a commissioned administrative and supervisory office shall:

1. Possess a college certificate to teach in the public schools of this Commonwealth issued on the basis of a degree granted from a college or other institutions approved by the State Council of Education.
2. File evidence with the Department of Public Instruction showing that the applicant has had six or more years of successful teaching experience in the public schools of Pennsylvania, or of other states.
3. File with the Department of Public Instruction a statement from the superintendent, or a responsible official, showing that the applicant has had three or more years of administrative and supervisory experience as a principal charged with duty of administering the School Laws and supervising the work of at least six teachers under his immediate control.



4. File with the Department of Public Instruction a transcript which shows that "a graduate course in education" as defined by the State Council of Education has been completed at an institution in which the administrative and supervisory curriculum has been approved.

### DEFINITION OF GRADUATE COURSES

The State Council of Education approved the following resolution October 7, 1938:

*Resolved:* The term, "a graduate course in education," is defined by the State Council of Education as consisting of twelve semester hours of graduate courses in the field of administration and supervision: "For the year beginning April 1, 1939, eighteen semester hours of graduate courses: For the year beginning April 1, 1940, twenty-four semester hours of graduate courses: For the year beginning April 1, 1941, thirty semester hours of graduate courses or a master's degree."

### OBJECTIVES OF THE GRADUATE COURSES REQUIRED FOR A COMMISSIONED ADMINISTRATIVE AND SUPERVISORY OFFICIAL (SUPERINTENDENTS)

The purpose of the progressively advanced standards is to give the person who is interested in becoming an administrative and supervisory officer, an opportunity to master the complete field of knowledge needed in public school administration and supervision rather than to satisfy merely a technical requirement in terms of "credits."

Desirable objectives which are to be obtained through the completion of graduate courses are herewith given, and the designated or responsible official of each institution where such courses have been completed shall be given the privilege and responsibility of submitting the courses in administration and supervision for commissioned officers and certifying that the graduate courses completed meet the objectives as expressed in the fields of knowledge.

### OBJECTIVES EXPRESSED IN FIELDS OF KNOWLEDGE

- A. ORGANIZATION AND ADMINISTRATION: A *minimum of one-third* of the requirement shall include an understanding of and ability to deal with:
  1. Public school districts and internal organizations of local and State units.
  2. Essentials of modern elementary and secondary school organization and administration.
  3. School finance, business management, and accounting necessary for the administration of an educational program.

4. Problems in connection with management, operation, and maintenance of the school plant.
  5. Legal phases connected with public education.
  6. Problems of professional and other staff personnel.
  7. Problems in connection with pupil personnel.
  8. Research and appraisal methods appropriate to the different types of educational problems and programs.
  9. Problems involved in public school relations.
  10. Auxiliary and coordinate agencies.
- B. SUPERVISION OF INSTRUCTION: *A minimum of one-third* of the requirement shall include an understanding of and ability to deal with:
1. Improvement of instruction.
  2. Construction, revision, and evaluation of the programs of learning activities.
  3. Problems associated with the individual differences in learning, adjustment, and guidance.
- C. ELECTIVES: *One-third of the requirement.* These may be used to fill in the gaps under Parts I. and II. It should also be used to emphasize phases of administration and supervision in the field of least experience. If the experience and education have been entirely in the field of secondary education, these electives should emphasize the administration and supervision of elementary education, or vice versa.

### SPECIFIC UNITS

In attaining the objectives for the organization and administration of public schools, the following as well as other units should be studied: districts; directors; pupil accounting; employees; objectives of various school organizations; school business in terms of revenue, disbursements, budgets, unit costs, accounting, records, business management; building equipment, inventory, insurance, use and maintenance of plant; school law; teacher selection, education, orientation, certification, retirement, rating, salary, and tenure; pupil census, attendance, health, classification, failures, promotions, and reports; public school relations; research and survey methods, and interpretations; academic and vocational organizations.

In attaining the objectives for supervision of instruction, the following as well as many other units should be studied: classroom procedures, conferences, demonstrations; teacher meetings; materials and methods; laws of learning; methods of study; nature of teaching and learning processes; curriculum construction, revision, content, and basis; clinics in reading, speech, health, and psychology; honors and pupil evaluation; general and vocational guidance.

### LETTER OF ELIGIBILITY

Superintendents (either county, district, assistant county, assistant district, or associate) are issued commissions for administrative and super-

visory offices only upon the receipt of certificates of election from the proper board of school directors, authorized by law to conduct such an election.

A LETTER OF ELIGIBILITY instead of a certificate may be issued to an applicant who has met the qualifications necessary for commissioned administrative and supervisory officers as defined in this bulletin. However, a letter of eligibility is evidence that the applicant qualified for a commissioned administrative and supervisory office at the time the letter was written. As the standards are progressively advanced, a letter of eligibility may become invalid, and should be checked carefully when presented to a board of school directors as evidence of meeting the qualifications for a commissioned administrative and supervisory officer.

## II. SUPERVISING PRINCIPALS

A supervising principal is an administrative and supervisory officer in fourth class school districts and in third class school districts which have not as yet elected a district superintendent. His functions are the same as those of a district superintendent excepting that the line of administrative responsibility is through the office of the county superintendent. (Section 1214, 1215.)

A supervising principal is classified as such if he devotes the greater portion of his time to administrative and supervisory activities. However, in order to receive such classification the board of school directors must designate by election a properly certificated person as a supervising principal and should relieve him of such teaching and clerical duties as will permit him to perform properly the duties and functions of his office.

Prior to 1931, the certification of supervising principals was not mandatory in the Commonwealth of Pennsylvania. The General Assembly in 1931, and again in 1937, amended Section 1214 of the School Laws to read as follows:

The board of school directors of any school district of the third or fourth class which has no district superintendent may employ a supervising principal of a part or all of the public schools of said school districts, under and subject to the provisions of Section one thousand two hundred five of this Act.

Every supervising principal shall be properly certified by the Department of Public Instruction in accordance with such standards as the State Council of Education may establish.

In accordance with this amendment, all persons serving as regularly elected supervising principals of the third and fourth class school districts must possess the supervising principal's certificate.

### QUALIFICATIONS FOR A SUPERVISING PRINCIPAL

The applicant for a Supervising Principal's certificate shall:

1. Possess a college certificate to teach in the public schools of this Commonwealth issued on the basis of a degree granted from a college or other institutions approved by the State Council of Education.



2. File evidence with the Department of Public Instruction showing that the applicant has had six or more years of successful teaching experience in the public schools of Pennsylvania, or of other states.
3. File with the Department of Public Instruction a transcript showing that "a graduate course in education" as defined by the State Council of Education has been completed at an institution in which the administrative and supervisory curriculum has been approved. (A graduate course in education is defined on page 9.)

## OBJECTIVES FOR GRADUATE COURSES REQUIRED FOR A SUPERVISING PRINCIPAL

The same general purpose is kept in mind for the supervising principal as for the commissioned administrative and supervisory officer. The objectives expressed in fields of knowledge are the same as those given for superintendents, since the same general activities, though usually in a smaller system, are performed by the supervising principal as are performed by a superintendent. (These objectives are given on pages 9 and 10.)

## III. SECONDARY SCHOOL PRINCIPALS

The secondary school principalship has assumed a new and more important aspect in recent years due in part to the remarkable growth of the secondary school movement, but more particularly to the changed emphasis that has more recently been placed upon secondary education. Not only has the growth of the junior high school movement in Pennsylvania been of major interest, but boys and girls remain in the public schools for a longer period. These movements have produced a need for a highly educated professional administrator and supervisor who is able to administer and supervise the education of adolescents for a highly complex civilization, as well as to direct the teaching activities of better educated secondary school teachers.

To this end the State is directly concerned with the education and certification of those persons thus charged with the administrative and supervisory direction of teachers and pupils in secondary schools, and accordingly has created the secondary school principal's certificate.

## QUALIFICATIONS FOR SECONDARY SCHOOL PRINCIPAL

The applicant for a secondary school principal's certificate shall:

1. Possess a college certificate to teach in the public schools (including the secondary level) of this Commonwealth issued on the basis of a degree granted from a college or other institutions approved by the State Council of Education.
2. File evidence with the Department of Public Instruction showing that the applicant has had six or more years of successful teaching experience in the public schools of Pennsylvania, or of other states.

3. File with the Department of Public Instruction a transcript showing that "a graduate course in education" as defined by the State Council of Education has been completed at an institution in which the administrative and supervisory curriculum has been approved. (A graduate course in administration and supervision is defined on page 9.)

Desirable objectives which are to be obtained through the completion of graduate courses are herewith given, and the designated or responsible official of each institution where such courses have been completed shall be given the privilege and responsibility of submitting the courses in administration and supervision for secondary school principals and certifying that the graduate courses completed meet the objectives as expressed in the fields of knowledge.

### OBJECTIVES FOR THE GRADUATE COURSES REQUIRED FOR A SECONDARY SCHOOL PRINCIPAL

(Expressed in fields of knowledge.)

- A. ORGANIZATION AND ADMINISTRATION: A *minimum of one-third* of the requirement shall include an understanding of and ability to deal with:
  1. Public school organization and administration.
  2. Problems associated with the organization and administration of the secondary school.
  3. Functions of the secondary school administration.
- B. SECONDARY SCHOOL SUPERVISION: A *minimum of one-third* of the requirement shall include an understanding of and ability to deal with:
  1. Improvement of instruction in the secondary school.
  2. The problems associated with the individual differences in learning, adjustment, and guidance in the secondary school.
  3. Construction, revision, and evaluation of the programs of learning activities in secondary education.
  4. Problems of appraisal of the methods and processes for attaining the objectives of secondary education.
- C. ELECTIVES: *One-third of the requirement* shall emphasize those phases of administration and supervision in which the individual applicant needs additional education in order to obtain a well-rounded preparation for a secondary school principal. At least one general course in elementary education including the purposes, problems, and administration of the elementary school shall be included, especially if the applicant has not had teaching experience in the elementary field.

### SPECIFIC UNITS

In attaining the objectives for a secondary school principal's certificate, the following, as well as many other units should be studied: public school organization; secondary school purposes, staff, buildings, supplies, curriculums, budgets, divisions, equipment, organization, personnel, at-

tendance, finance, law, public relations, and service; supervision of secondary school instruction including its nature, function, technique, methods, materials, demonstrations, guidance, learning and teaching processes; secondary curriculum including its nature, needs, content, construction, revision, syllabi, and courses of study; extra-class and extra-curricular activities; secondary education appraisal methods, measurements, evaluations, surveys and clinical procedures.

#### IV. ELEMENTARY SCHOOL PRINCIPALS

The gradual growth and increased scope of elementary education in recent years has demanded a principal who understands the aims and objectives of modern elementary education and is thoroughly conversant with the administration of the elementary school and the supervision of its teachers and pupils. To this end the elementary principal's certificate is issued by the Department of Public Instruction to such persons who meet the prescribed qualifications. Its possession indicates, in the judgment of the State Council of Education, minimum education for the type of position for which the certificate has been created.

##### QUALIFICATIONS FOR ELEMENTARY SCHOOL PRINCIPAL

The applicant for an elementary principal's certificate shall:

1. Possess a college certificate to teach in the public schools (including the elementary grades) of this Commonwealth issued on the basis of a degree granted from a college or other institutions approved by the State Council of Education.
2. File evidence with the Department of Public Instruction showing that the applicant has had six or more years of successful teaching experience in the public schools of Pennsylvania, or of other states.
3. File with the Department of Public Instruction a transcript showing that "a graduate course in education" as defined by the State Council of Education, has been completed at an institution in which the administrative and supervisory curriculum has been approved. (A graduate course in administration and supervision is defined on page 9.)

Desirable objectives which are to be obtained through the completion of graduate courses are herewith given and the designated or responsible official of each institution where such courses have been completed shall be given the privilege and responsibility of submitting the courses in administration and supervision for elementary school principals and certifying that the graduate courses completed meet the objectives as expressed in the fields of knowledge.

##### OBJECTIVES FOR THE GRADUATE COURSES REQUIRED FOR AN ELEMENTARY SCHOOL PRINCIPAL

(Expressed in fields of knowledge)

- A. ORGANIZATION AND ADMINISTRATION: A *minimum of one-third* of the requirement shall include an understanding of and ability to deal with:



1. Public school organization and administration.
  2. Problems associated with the organization and administration of the elementary school.
  3. Functions of the elementary school administration.
- B. **ELEMENTARY SCHOOL SUPERVISION:** *A minimum of one-third* of the requirement shall include an understanding of and ability to deal with:
1. Improvement of instruction in the elementary school.
  2. The problems associated with the individual differences in learning, adjustment, and guidance in the elementary school.
  3. Construction, revision, and evaluation of the programs of learning activities in elementary education.
  4. Problems of appraisal of the methods and processes for attaining the objectives of elementary education.
- C. **ELECTIVES:** *One-third of the requirement* shall emphasize those phases of administration and supervision in which the individual candidate needs additional education in order to obtain a well-rounded preparation for an elementary school principal. At least one general course in secondary education including the purposes, problems, and administration of the secondary school shall be included, especially if the applicant has not had teaching experience in the secondary field.

### SPECIFIC UNITS

In attaining the objectives for an elementary school principal's certificate, the following as well as many other units should be studied: public school organization; elementary school purposes, staff, buildings, supplies, curriculums, budgets, divisions, equipment, organization, personnel, attendance, finance, law, public relations, and service; supervision of elementary school instruction including its nature, function, technique, methods, materials, demonstrations, guidance, learning and teaching processes; elementary curriculum including its nature, needs, content, construction, revision, syllabi, and courses of study; activities; elementary education appraisal methods, measurements, evaluations, surveys and clinical procedures.

## V. THE TEACHING PRINCIPAL

Boards of school directors are permitted, under Section 403 of the School Laws, to elect principals of schools. Naturally there will be many persons serving as teaching principals in many of the smaller elementary schools of the Commonwealth, as well as the smaller secondary schools, who do not as yet meet the requirements for the higher forms of administrative and supervisory certificates. Such principals, however, must possess some form of standard certification. It is presumed that the greater portion of their time will be given to teaching duties, thus permitting little time for duties of an administrative and supervisory nature.

However, the problem of administration and supervision in such school situations is no less important. To this end these teaching principals should make every effort to meet the requirements set up for administra-



tive and supervisory offices so that the same high standards of administration and supervision shall prevail in all the schools of the Commonwealth, and that each child shall be given, as far as possible, equal and adequate educational opportunity with every other child in the most favored school systems. The education and experience of a teaching principal will assist materially in fitting him for promotion eventually to larger administrative and supervisory fields of educational service.

## VI. GENERAL CONSIDERATIONS

In addition to being good teachers, administrative and supervisory officers of both the elementary and secondary fields should have a broad philosophical conception of the work of the public schools and their place in society. They should know children thoroughly and be deeply sympathetic with their problems. They should be sufficiently proficient to demonstrate good teaching and to supervise teachers with efficiency and sympathy. Such administrative and supervisory officers require knowledge of administrative and supervisory details and the ability to work with people, not only with the teachers under their supervision, but with their boards of education and the tax-paying public.

Administrative and supervisory officers should be watchful of young people in their school systems who possess excellent teaching possibilities. They should be discerning towards teachers who possess desirable administrative and supervisory possibilities. The use of such a conscious selective process should be of great value in developing future educational leaders.

Efficient administrative and supervisory officers find themselves even more in need of continued growth in service than their most outstanding teachers. A good administrative and supervisory officer must keep himself constantly informed of the best principles and practices in the field of administration, supervision, and teaching technique. To this end he will not only be in regular attendance at conferences intended to diffuse such information, but will read widely, and, in addition, will equip himself at intervals in a more formal way under the tutelage of outstanding educators in his field of service at an approved university.

## INQUIRIES

All inquiries concerning certification, evaluation of courses or standards for education and certification of supervisory officers should be addressed to the

OFFICE OF TEACHER EDUCATION AND CERTIFICATION,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
HARRISBURG, PENNSYLVANIA

It is suggested that before entering upon courses offered in any higher institution the candidate should, when in doubt, obtain prior approval and advice. In this way he may be more confident that he is acquiring the proper qualifications. These standards have been prepared in no other interest than to enable administrative and supervisory officers to render a larger educational and social service to the millions of boys and girls passing through public schools.



